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Nordonia Hills City School District

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Digital Academy: Final Project (For Graduate Credit)

1. Content

**What standards do you need to meet with this project?**

Academic Content Standards: English Language Arts

Acquisition of Vocabulary:

* Use context clues and text structures to determine the meaning of new vocabulary.
* Use multiple resources to enhance comprehension of vocabulary.

Phonemic Awareness, Word Recognition and Fluency:

* Use letter-sound correspondence knowledge and structural analysis to decode words.
* Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and timing as appropriate for text.

Academic Content Standards: Technology

Demonstrate operation of basic computer and multimedia technology tools:

* Discuss and demonstrate proper care when using computer and

multimedia technology resources (e.g., describe rules, list directions).

* Start, use and exit software programs with teacher assistance
* Use input (keyboard, mouse) and output (printer) devices to operate

computer and multimedia technology tools with teacher assistance.

* Use software programs designed to develop problem-solving skills.

**What will students know and be able to do?**

Students will know and be able to determine the meaning of new vocabulary, decode words with the “ou, ow” spelling patterns and sort words according to their spelling patterns. They will read the words and then manipulate the pictures and/or words to match the spelling patterns. They will also practice reading new words, review antonyms, synonyms, etc. to learn the vocabulary and reinforce the spelling pattern “ou and ow.”

1. Pedagogy-

**What teaching methods and instructional strategies will you use?**

Teaching methods and instructional strategies will vary for this project. I will introduce the vocabulary and the word families to the students on Monday of the week. We will practice spelling some words and discuss the “rule” that “ou” usually makes the “ou” sound in the middle of a word and that “ow” makes the “ow” sound at the end of a word. This will help them discriminate when to use each spelling pattern. Monday night, students will brainstorm words for each family and write them on their brainstorming page. This homework page will be returned to school Tuesday. I will guide the students with sharing their words with the class to create a “whole class” brainstorming chart on the Smart Board. Students will choose their differentiated weekly spelling lists (10 words) from this class list. The Smart Board project will be taught as Wednesday and Thursday’s portion of the weekly word work. I will guide the students to support their needs, but the whole class will participate in this lesson together. Students will manipulate the words, pictures and answer choices to interact with this lesson. I will scaffold students who need support with reading, manipulating and/or spelling words. Students who can read, manipulate and/or spell the words independently will do so. As a follow up to this lesson, students will sort “ou and ow” words during their centers the following week. This will help review the spelling patterns and give them hands-on, independent practice with the spelling patterns. Students will cut, sort and glue the “ou words and ow words” in appropriate columns on the t-chart. They will read the words from each column (spelling pattern) to me as an informal assessment of their ability to read the patterned words. They will complete the rubric to evaluate their own reflection of their work on the sort and then I will use the same rubric to evaluate their work. Their sort pages will be saved and assessed for mastery of the student’s ability to read, spell, and sort these words according to their spelling patterns.

1. Technology

**What technology will support or enhance student learning?**

The technology that will support and enhance student learning is the Smart Board. Students are familiar with the interactive whiteboard and will enjoy manipulating, writing, and choosing words to support the spelling patterns they are practicing. They will also review vocabulary such as; synonyms and antonyms to enhance their knowledge of vocabulary and to engage them in the colorful lesson.

This lesson incorporates hands on practice for the students as they practice using the interactive whiteboard technology tools to write words and letters on the board while making sure that their letters fit into the boxes properly and slide across the screen properly for correct placement. Students practice technology skills when changing the font color, using the interactive eraser, choosing correct boxes in the matching game, etc.

Reflection

1. **Was the technology you selected a good fit for the content and pedagogy of the lessons? Why or why not?** Yes, using the interactive whiteboard (Smart Board) was a perfect fit for this lesson. The colorful pictures, variety of interactive “slides” (activities) made this lesson very engaging and exciting for the students. They enjoyed transitioning from writing with the pens, manipulating words and pictures with their fingers (or the pointer for those who couldn’t reach), choosing the correct answers, as well as the sound effects that helped the kids get really excited when they chose the correct answers. For me, it provided immediate data as to who needed support or enrichment in the targeted skills. This lesson proved to have engaging, fun components that can be integrated into various content areas. The lesson can be used small group or whole group to introduce and review vocabulary across all content areas.
2. **What adjustments would I make next time to improve the effectiveness of the lessons?** I would not make major adjustments for next time because this lesson was so engaging, exciting, and effective for the practice of the spelling patterns. However, I would also adjust the lesson format, length and components for other spelling pattern practice. I will also use components of the lesson for intervention to support students who need more practice with these spelling patterns and other patterns. These same games/activities are appropriate to use across the content areas, so I will use this lesson as a framework for future lessons across all content areas. For enrichment, this lesson can be adjusted to work with so many skills, especially in guided reading differentiated instruction, to match appropriate reading and spelling levels. The vocabulary piece can be used to introduce and support vocabulary, which is a personal goal for me to improve teaching across all content areas.
3. **How will you share your project and what you have learned with your colleagues?** I have already shared this project with other K-2 teachers so they can alter the games and activities to their grade level standards. Teachers have replied that their students loved the activities and that they have used the lessons in their class, too. I will and have shared what I have learned in Digital Academy with colleagues throughout the district. At our staff meeting, I shared Digital Academy information and sent files, folders, lessons to colleagues throughout the district.

Student Work Samples:

1. Copies of the students’ word sorts are attached to this write-up for documentation of their hands-on practice.
2. Rubric (see below for mini copy and see next page for full copy)

**Sort Center Rubric**

I followed directions. ☺ 😐 ☹

I sorted the words correctly*.* ☺ 😐 ☹

I correctly read 10 words

to the teacher. ☺ 😐 ☹

I did my best work…WOW!!!! ☺ 😐 ☹

Yellow- Student Evaluation

Blue- Teacher Evaluation

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